

COVID-19 Operations Written Report for Lincoln Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Lincoln Unified School District	Kelly Dextraze Superintendent	kdextraze@lusd.net 209-953-8700	June 24, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Beginning on March 16, 2020 all schools in the Lincoln Unified School District were closed due to the emergency shelter in place orders issued by San Joaquin County public health and the County Superintendent. The district immediately began plans for transitioning to Distance Learning and to continue providing meals to students. The district identified the following areas of need: Providing all students access to a device and the internet to support Distance Learning; providing meals to students throughout the time of school closure; providing social emotional support for students and their families; providing high quality distance learning; providing professional development for staff to support virtual instruction.

Lincoln Unified School District was already a 1:1 district in grades 6-12. More than five thousand students in these grades had been issued a device and assistance with internet connectivity at home. This was immediately expanded and a system was set up for families to request devices and assistance with internet access. Initially devices were distributed on the basis of one per family, but as the school closure lengthened to be through the end of the school year this was expanded to include all requests for a device from families. By the beginning of May the district had distributed almost three thousand additional devices to students and families. Devices continued to be provided through the end of the school year on May 28, 2020. Families were able to keep the devices over the summer so that students would have access to online learning. The district is prepared to refresh and replace devices as needed at the start of the 2020-21 school year.

During the first weeks of school closure the district recognized the need to provide support to families both in identifying resources and social emotional support for students and families experiencing heightened need due to the effects of the pandemic on daily life. The district webpage was updated with resources available to families and has been maintained throughout the remainder of the school year. This included an extensive page of supports for families developed by district counselors and school psychologists. The district set up a phone line for families available daily from 8:00 AM to 3:00 PM allowing access to district counselors. The phone line operated during Spring Break and through the end of the school year. The number of calls decreased significantly so local support resources and hotlines were posted for the summer.

The district was able to transition quickly and make the necessary changes to programs due to the fact there were already many services and supports in place to meet the varying needs in our community.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

As plans for distance learning were being developed the needs of English learners, foster youth and low-income students were considered. The district has primary language support assistants and bilingual paraprofessionals at each school site. These staff members continued to work with teachers and administrators, to support communication with families and identify needs to prepare for distance learning. Once teachers were engaging students in virtual lessons support staff assisted in virtual classrooms with the provision of additional support for English learners. The district also contracted for additional translation services that could be used remotely as needed when either a district translator was not immediately available or translation for a language other than Spanish was required.

The Title I teachers at each school site developed virtual classrooms or supported in the virtual classrooms established by classroom teachers to continue to meet the needs of students they had previously been providing with intervention services. Title I teachers also coordinated the use of Title I paraprofessionals to provide additional support in virtual classrooms. These teachers collaborated regularly throughout the time of school closure to make plans for providing intervention lessons virtually, so that students could still receive intensive support.

Recognizing the varying needs in our district the family resource page included community resources for all families and specific resources for foster youth families were identified and shared on the district webpage. Every school was in regular communication with nearly all families and in many cases made home visits as needed, while maintaining social distance protocols, to ensure that the needs of students were being met and families had the support they needed.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

During the first weeks of school closure the district posted initial distance learning plans on the district webpage for families. These resources were carefully curated to provide opportunities for ongoing learning and enrichment. Recommendations for accommodating the lessons were also provided to assist families of students with specialized learning needs either on an IEP or a 504 Plan. Specific recommendations for English learners were also provided. During this same time frame district special education staff held close to 100 IEP meetings and developed amendments to almost 900 IEPs to ensure students were able to access specialized services through a distance learning model. Support providers immediately began providing specialized services to students remotely.

After receiving additional guidance from the CDE regarding grading and distance learning the district developed a structured plan for teachers to continue online instruction along with grading practices designed to hold students harmless. Following spring break site administrators met with grade level teams to identify critical standards on which to focus at each grade level. Teachers collaborated to plan virtual lessons and remote learning activities to support mastery of these grade level standards.

The district provided guidelines for on-line learning and identified Google classroom as the preferred learning management platform. Throughout April and May the district provided extensive professional learning opportunities to teachers designed to support use of the online components of our adopted curriculum, such as Wonders and Study Sync. There were also opportunities to learn more about the Google tools available to teachers and tools for recording lessons. Additionally, professional learning was provided to support the use of supplemental programs designed for on line learning such as Dreambox and the Apex Math Tutorials. District staff was available to teachers during virtual office hours throughout the week to provide ongoing individualized support and coaching on the use of virtual tools. A calendar of virtual learning resources was provided to teachers at the end of the year so that their professional learning can continue throughout the summer.

Finally, the district posted a list of summer learning resources for families to use to help students continue learning during the summer and all devices will remain with students at home until the fall.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

District school closures began on Monday, March 16, 2020. By Wednesday, March 18, 2020 the district began providing meals to students at multiple locations. The locations and times for meal pick up were posted on the district webpage and emails and phone calls were made to all district families with the information in both English and Spanish. On Monday, March 30 the district transitioned from meals provided three days per week to one day a week. The revised meal delivery plan allowed for students to receive five breakfasts and five lunches one day each week, distributing meals to between 1000 -1500 students weekly. The district operated a drive thru meal pick up site in a central location and meal pick-ups at six bus stops in the district. The change to operating a drive thru meal service assisted with the implementation of social distancing protocols. Additionally, preparing and serving all meals one day a week reduced exposure for both child nutrition staff, bus drivers and for families. Meal service continued in this manner through the end of the current school year. The district applied for a waiver and was approved to continue providing the same level of meal service during Spring Break and throughout the month of June operating the Seamless Summer plan as in previous years.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

At the time school closures were required the only child care offered in the district was after school care, both fee-based and through the ASES program. The district did not continue to operate after school child care programs during school closure. However, information was posted on the district website to assist families in locating alternative care in the community. Additionally, district and school staff were in communication with families by both telephone and through electronic means and provided information regarding community resources available to support families with resources including child care options for first responders.